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AUTHOR Riedel, J. E.
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ABSTRACT

This handbook was designed for adults who did not complete an occupational or degree objective and who are considering returning to college and wish to request credit or advanced standing for learning acquired through non-college experiences. The handbook guides the student in the preparation of a portfolio which examines, identifies, describes, and evaluates learning experiences and aids in determining the place of these experiences within an educational plan. The handbook's first section discusses the personal, career, and educational benefits in preparing a portfolio. The second explains how to identify educational goals and provides guidelines for defining life goals, translating them into educational goals, and writing a degree program which recognizes prior learning. The third section clarifies the use of guides which list the competency requirements of a degree program against which the student can measure non-academic learning. The fourth section indicates how to write a description of non-academic learning experiences and their relevance to a college program. The fifth section reveals how student learning can be verified, measured, and evaluated, while the sixth explains formal requests for prior learning via a petition review committee. The seventh section outlines the parts of the formal portfolio. Four appendices deal with tools used in portfolio preparation. (Author/JP)

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COASTLINE COMMUNITY COLLEGE

STUDENT HANDBOOK

INTER-DISCIPLINARY STUDIES 800

ASSESSMENT OF EXPERIENTIAL LEARNING

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OFFICE OF ADMISSIONS, GUIDANCE, AND INFORMATION SERVICES

This handbook was prepared from the following sources:

CAEL Working Paper No. 7, A Student Handbook on Preparing a Portfolio for the Assessment of Prior Learning, prepared by Aubrey Forrest, Educational Testing Service, Princeton, NJ. 1975

Student Planning Guide for Degree Program Preparation; Portfolio Preparation, prepared by Jane Shipton, Empire State College. Saratoga Springs, NY. 1975

Contracting Materials, Community College of Vermont, prepared by Larry Daloz and Mary Wade, Montpelier, Vermont. Fall, 1975

Student Handbook on Preparing a Portfolio for the Assessment of Prior Learning, prepared by Myrna R. Miller, Vermont State Colleges, Office of External Programs, Box 823, Montpelier, Vermont.

Program Administration

Dr. Norman Watson, Chancellor, Coast Community College District
Dr. Bernard Luskin, President, Coastline Community College
Mr. John Buller, Dean, Office of Admissions, Guidance, and Information Services, Coastline Community College

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J. E. Riedel, Ed. D.
Associate Dean of Guidance
Coastline Community College

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PART I--INTRODUCTION

This handbook is designed for adults who have not completed an occupational or degree objective in school and are considering entering or returning to college for an associate in arts or bachelor of arts degree. As one of these adults, you should be aware of an important trend in American higher education. More and more colleges and universities are serving more and more students by awarding credit, advanced standing, or some other kind of recognition (e.g., competencies recorded, goal specifications completed, learning contracts completed, etc.) for the learning acquired through non-college experiences prior to entering or returning to the institution. Such learning, frequently called prior experiential learning, usually is the result of on-the-job experience.

Coastline Community College is now providing this new service through the Office of Admissions, Guidance, and Information Services. As a result, you are being offered the opportunity to obtain credit for an occupational specialty which will meet the requirement of an occupational major under Option II for an associate in arts degree at Coastline Community College (see page 24, Career Planning Guide, Appendix A). In the process, you will learn something about yourself, become better able to plan your degree program, and find out how others may judge you.

Throughout this handbook we will refer to prior experiential learning as learning that has resulted from your experiences since high school and that occurred other than under the supervision or sponsorship of a college or university. Any process used to determine how much credit or recognition you are to receive for your prior experiential learning is known as assessment. Usually, there are several steps in an assessment process. These steps are discussed in detail in this handbook. We will be identifying what prior experiential learning might be eligible for college credit or recognition. We will help you understand how to relate your prior experiential learning to what you want to learn. Assistance is also provided in suggesting ways for you to verify to others and yourself what you have learned. Then we will suggest some ways to put together all this information and communicate it to the review committee.

This formal, written communication, requesting credit or recognition and providing supporting information, is known as a portfolio. The portfolio also includes information about your proposed degree program. The reason for this is that credit or recognition for prior experiential learning is most meaningful when such learning can be shown to contribute to or somehow support the student's degree program.

Your entire portfolio will be submitted to a panel of college officials designated the Petition Review Committee. The Office of Admissions, Guidance, and Information Services was formally granted permission by

the Coast Community College District Board of Trustees on February 22, 1978, to grant credit for experientially acquired college-level learning which has been documented and evaluated by the Petition Review Committee. This credit then appears on your transcript and may be transferred to the college of your choice. The acceptance of all transfer credit is always at the discretion of the receiving institution. You will be provided general information on the transferability of courses.

Benefits of Portfolio Preparation

Preparing a portfolio is not an easy process. It will cost you considerable time if done correctly. Despite the difficulty, there are a number of important benefits which will result regardless of the amount of credit or recognition you might receive.

As an adult contemplating entering or returning to college, it is important for you to have a realistic understanding of your present levels of competence. With such realistic appraisal of what you know and can do, you can use this information to plan further educational activities leading toward a degree. It would be difficult indeed for you to move from where you are now, in terms of learning, toward some important educational goal that you have set for yourself, if you do not have a realistic picture of what you have already learned. For example, you may wish to become a certified public accountant. In order to do this you will need to pass the CPA examinations. In order to plan appropriately the learnings that you must acquire, you need an accurate assessment of how much you now know and can do in accounting. Perhaps you already know a considerable amount about accounting because of some work experience that you have had and/or some reading that you have done on your own.

Another advantage of undergoing a systematic assessment of your prior experiential learning is that it offers you an opportunity to understand the assessment procedure itself. If you understand the assessment procedure, you will gain some valuable information about how you could go about obtaining a good assessment of yourself in the future. This information about assessment can be of great value to you as you continue to develop after you leave college.

You will constantly be attempting to evaluate yourself realistically as you progress through the various phases of your life: work, recreation, civic, family, etc. You will need this information to plan your life effectively. As you attempt to evolve realistic appraisals of yourself, it is important to know the best way to go about this. As you have undoubtedly noted from your own experience, people frequently underestimate or overestimate themselves or simply do not have any idea about their current levels of competence. If you are confident that you have an accurate and realistic perception of yourself, you will find that such confidence will produce a great deal of personal satisfaction as you continue to develop both in an academic setting and in acquiring competence through nonacademic experiences in the future.

You will also constantly be evaluated by other people the rest of your life in your professional work as well as in avocational activities. If you know good assessment procedures, you will be able to:

1. Provide valid information to others in order to prove what you know and can do;

2. Suggest to others how they might proceed in their attempts to fairly and accurately evaluate you;

3. Make informed judgements as to whether or not the procedures that are being used by others are the best and most appropriate available.

These capabilities are especially important to you as you attempt to progress in your chosen vocation.

Many adults have felt for a long time that some of their non-college experiences are equivalent to what is taught in college and that they should receive credit for those experiences toward a college degree. As we have indicated, however, college admissions officers do not award credit for raw experience itself. Rather, the awarding of credit or recognition is for the verifiable learning outcomes of experience. In other words, the committees are willing to recognize and award appropriate credit for what a person knows and can do as a result of non-college experience.

In order for you to receive credit and advanced standing that you deserve, you will need to examine, identify, describe, and evaluate your prior learning to determine its place in your over-all educational plan. This process of examining, identifying, describing, and evaluating is called "portfolio preparation."

Your first question may be, what is a portfolio? Under the system being developed at Coastline Community College, the portfolio has been structured so that all students need to do is determine which knowledges and competencies described in the student guides they have already satisfactorily mastered. The report that the student compiles giving evidence of that mastery is the portfolio.

Contents of Your Portfolio

The purpose of this individual handbook is to guide you through this rather complex task of portfolio preparation in easily mastered sequential steps. The portfolio you will be preparing during the next several weeks will include the following items:

a. Title Page: This page will tell us who the author is--name, address, and phone number.

b. General Essay: This is the narrative description of your learning and how it applies to your future educational goals.

d. Degree Program Proposal: This lays out your future plans in terms of the requirements of the college of your choice and how your prior learning fits in.

e. Student Guide for Documenting Experiential Learning: This form, listing the competencies for the area of your experience, will be your guide for providing documentation of your learning.

f. Index of Documentation: This is a table of contents so that anyone who wishes to see a particular document may turn directly to it.

g. Documentation: This is the evidence that your assertions of learning are accurate and that such learning has been evaluated.

Your portfolio MUST be neatly typed. It has been shown that handwriting can be a factor which may negatively influence judgement. You will need to submit your original portfolio plus one additional copy (two in total). The original will be returned to you and one copy will be retained in the Office of Admissions, Guidance, and Information Services.

PART II--HOW TO IDENTIFY YOUR EDUCATIONAL GOALS

At the end of this section you should have:

1. Identified important life goals

2. Identified tentative educational goals to assist you in attaining life goals

3. Considered possible educational requirements to reach your goals

Defining Your Goals--An Opportunity for Self-Development

"The person who seeks an education, whether returning to college in the later years or in the first year after high school or at any other point, must involve himself in discovering the meaning of his own life and the relation between who he is and what he might become. Without that vision of a personal future and a hard look at the reality of one's own situation, the ultimate purpose of education itself--that is, to grow, to change, to liberate oneself--is almost impossible to achieve. . . . True education begins with the enlargement of consciousness." Harold Taylor in Awarding College Credit for Non-College Learning by Peter Meyer.

While you are a student in the Assessment of Prior Learning class, we want you to begin thinking about yourself, your life, aims, purposes,

and hopes for change. Think of this as an opportunity for self-development and a way to enlarge your consciousness of yourself. It is important for you to begin by focusing on broad life goals that are most important to you, since these goals will provide a framework and context for most of your educational program.

Formulating well-defined goals and examining their implications for your educational program will be one of your most critical tasks. Some of you will feel your goals are clearly defined, others may not be certain. Even if your goals seem clear, you need to consider their implications and look at them from different perspectives. For example, suppose your goal is to "increase my administrative skills so I can move into a middle-management position." Have you considered any of your personal goals that are unrelated to your career? What about your interest in the ecology of your community or your involvement in local politics? Should these be included in your goal considerations? Even though your goal may be to continue in the same occupation, have you thought about ways you might broaden your perspective?

Examples:

> A mental health worker, Diane N., states her goals this way . . . "To have a better understanding of the psychological forces which influence an individual's mind and shape the course of an individual's life style in the context of his environment."
>
> John Z., a writer, enlarges his goal perspective this way . . . "To increase my effectiveness in writing fiction and to gain an understanding of the creative process."

A goal is a statement about how you intend to behave in the future. If you feel your goals are clear, try to describe them clearly and concisely in writing. Writing forces you to clarify your thinking in order to produce the written product. It will help to keep the answer in front of you and reduces the possibility of its being forgotten in the excitement of new challenges. It will help you identify conflicts of interest you may not be aware of.

If your goals are unclear and you need help in thinking about them, the following questions will help you get started. Write your answers. It will be useful to have a record for review as you think through your educational plans.

Let's begin by considering why you want to become a student. Do you want:

-- to learn a new vocation or profession?
-- to broaden your knowledge of the arts?

-- to become a better, more informed citizen?
-- to learn more about yourself and relations with others?
-- to qualify for a graduate or professional school?
-- to acquire credentials for career advancement?
-- to increase your competence on the job?
-- to develop skills for leisure-time activity?
-- to receive recognition for what you have already accomplished?
-- to have freedom to design your own education?
-- to break out of the routine of your life and learn something new?
-- to enrich your retirement years?
-- to study literature, a language, mathematics, science, psychology, history, music, art?
-- to find a solution to a problem, inflation, environmental pollution, the deterioration of the railroads, the high cost of medical care?
-- to do several of the above?
-- to pursue some other objective?

Once you have written these tenative statements about your life goals, you will need to think about the appropriate educational goals to take you from where you are now to the fulfillment of these life goals.

Translating Life Goals Into Educational Goals

Here are a few examples of students' stated life goals and how they were translated into educational goals.

Life Goals	Educational Goals
--to help others achieve their goals	--develop career counseling skills
--to develop more acute awareness of self and others	--a deeper understanding of psychology and sociology theories
--to move from systems analyst to the management level	--gain knowledge of management theory and practices

Begin to formulate in your own mind the new learning you will need to acquire in order to achieve your goals. Your teacher will be an important resource in helping you at this point. You may also wish to interview experts in the fields related to your goals. For example, if you are interested in the field of business administration, you should talk with several business executives. It would also be useful to talk with the admissions officers in graduate schools of business administration and to examine the bulletins of both graduate and undergraduate programs in business administration. In other words, you will want to learn as much as possible about the learning that will be required in order for you to fulfill your goals.

In addition to identifying the educational goals which you think important, you need to add to your list the goals which the college deems

important and has either required of its graduates or suggested that they consider.

When you have identified all of the educational goals which are appropriate to the degree you are seeking, you will then be able to eliminate from this list the learning which you already possess, subject to the limitations or policy restrictions placed upon you by your college.

Such limitations may include:

1. The amount of such credit or recognition that may be applied towards a certain degree;

2. The amount of credit or recognition that must be earned in residence at the college;

3. The restrictions the college may place on the amount of credit or recognition which anyone may transfer;

4. The amount of transfer credit or recognition that may be applied toward a degree.

If you are interested in pursuing a degree at a particular college, then you will, of course, want to learn those things that are required by the college in order to be awarded a degree. These college requirements may be expressed in terms of required courses or suggested subject areas or competencies to be achieved. Some colleges will simply require that you demonstrate competency in a number of areas. You will need to understand the degree of freedom that you will have in designing your own program. This you can learn from the information included in Appendix A, as well as through the college catalogues and brochures and through visiting the advisors on the staff of the college you are considering.

Writing Your Degree Program

Unless yours is a highly unusual case, you will need to think about what new learning you will need to acquire to earn your degree. If your college thinks in terms of courses accumulated in order to justify the awarding of a degree, you will now need to think about the courses you will select in order to meet your educational goals. If your college thinks in terms of competency acquired as resulting in the awarding of the degree, you will need to select competencies you still need or desire to acquire.

While developing your career and educational plans, you probably selected a particular content area that you wish to emphasize. An in-depth and focused study within a discipline is called a concentration or major. Along with your concentration, your educational plans should also contain general studies which support the concentration by providing breadth and which satisfy your particular interests.

At this point, it would be useful for you to develop a full educational plan or degree program. Make a list of the courses which you still need to complete in order to fulfill the concentration you have selected. Then make a second list of courses to be completed in the support subjects or general studies. Be sure that your course lists match the requirements of the college you plan to attend.

Remember, this degree program is tentative and not exact. You may change your mind in the future, or the college may change course offerings and/or requirements. The degree program serves two purposes: First, it should help you to see what is ahead for you in time, effort, and money (tuition). Second, it is essential for the Petition Review Committee to have as complete a picture as possible of your educational plans, both future learning as well as prior learning.

As you develop the lists which comprise your degree program, you will undoubtedly begin to have a sense that you have already accomplished some of the learning through courses previously attended or through life-learning experiences. Your next step, then, is to identify the learning you have already achieved which is applicable to your goals.

PART III--HOW TO ANALYZE YOUR EXPERIENTIAL LEARNING WITH THE HELP OF THE STUDENT GUIDE FOR DOCUMENTING EXPERIENTIAL LEARNING

At the conclusion of this section you will have:

1. Determined which of the required competencies, knowledges, or skills you now possess;

2. With the help of your teacher, established a learning plan for the mastery of knowledges, skills, and competencies not mastered; or

3. Substituted learning of equal weight for items listed in the student guide which you have not mastered

Using the Student Guide

a. The student guide is made up of competencies, on a course-by-course basis, which constitute a certificate program. First, read through the entire guide. Indicate with a check in the "yes" or "no" column whether that particular competency has been mastered. The complete reading of the packet will give you an indication of how close you are to obtaining credit for your experiences. If you have

estimated that you have mastered less than two-thirds of the competencies in your guide packet, you may wish to discuss with the Interdisciplinary Studies 800 teacher whether enrolling in the required courses might be a more logical approach. However, if you feel you expertise includes competencies which are not listed in the student guide but are of equal value in relation to job effectiveness, you may substitute competencies for those in the student guide. It will be your responsibility to prepare statements describing those additional compentencies which you have learned through experience and add these statements to the guide. These new statements should become a part of your portfolio involving the same process of documentation. The Petition Review Committee will make the final determination of whether substitute competencies carry the same weight as those in the student guide. You will want to discuss with your teacher how many and what kind of competencies you wish to substitute for those listed in the guide.

b. If you feel that you have mastered two-thirds or more of the listed competencies, you should begin working with the assessment teacher in documenting them (see Part V).

c. Reread the packet of competencies, this time indicating in the columns under "Basis of Competence or Verification" how you feel you can best demonstrate that you have mastered each competency.

d. You should be aware that some methods listed may not be appropriate for every competency statement. Check with your instructor if you have any question about the appropriateness of a documentation method.

e. As you supply documentation for proof of your competency, you will be building a notebook or portfolio. This process is discussed in detail in Part V. Assign page numbers to the documentation you are using, and record the page number in the space on the right-hand column.

f. If you do not check any of the suggested methods for verifying a competency, your Interdisciplinary Studies 800 teacher or another faculty member may request that you prepare in writing a description of something in your past experience which could substantiate mastery of the comptence. This written material would then be included in your portfolio in your general essay and the page number referenced in your guide. Further information on assembling your portfolio is given in Part VII.

g. If there are competencies, knowledges, or skills which you still need to master, you will need to discuss with your teacher a plan which will lead to their mastery as soon as possible. A few possible approaches to the learning activity are:

   1. A reading program--followed by an interview with an expert in the occupational area

2. Course work

3. Work experience--specifying learning objectives for currently-held related job followed by appropriate interview

h. After the portfolio is completed and approved by the Inter-disciplinary Studies 800 teacher, it is to be submitted in duplicate to the Office of Admissions, Guidance, and Information Services for approval of credit. The Inter-disciplinary Studies 800 Sign-off Sheet and Petition for Experiential Credit will accompany your portfolio. You will be notified by mail of approval by Coastline Community College of your experiential learning credits and, therefore, also approval for advanced standing in your occupational specialty.

PART IV--HOW TO DESCRIBE WHAT YOU HAVE LEARNED AND HOW IT RELATES TO WHAT YOU WANT TO LEARN

At the conclusion of this section you will have:

1. Consulted with your counselor and received approval for your list of knowledges, skills, and competencies for which you wish to claim credit or advanced standing

2. Developed all of your essay using the approved list as a guide

The General Essay--An Overview

The General Essay describes the student's long-range plans and specific educational objectives. It describes the prior learning for which advanced standing is sought and shows how this learning is related to the student's educational plans or career goals.

In the General Essay, you describe in your own words the prior learning for which you are requesting credit, using the student guide as a reference, and indicate how the learning is related to the degree program. The comparison of your skills and competencies with those in the guide is a description of the learning involved. By describing your knowledges, skills, and competencies, you will be writing the section of your portfolio called the General Essay.

Text of the General Essay

The general essay should begin with a brief paragraph describing your long-range educational goals and then follow logically with a

description of prior learning. Begin with a brief description of your previous college course work, followed by your knowledges, skills, and competencies derived from experience that relates to your concentration. Each section should describe what you learned. Do not spend as much time telling about where or when as about what the learning outcome of the experience was. Explain how each component is related to your degree program and why the Petition Review Committee should grant the petition.

Be sure to refer to the documentation which supports your claim and where it may be found in the Appendix. (We will deal with documentation in a later chapter.) The presentation of documentation does not relieve you of the requirement of describing your learning.

Your description of each facet of learning should strive to adequately describe the learning involved so that an expert in the field could read it and assess the amount of learning that has taken place. Naturally, you should be as concise as possible, but on the whole, most students tend to write less than necessary. This probably is due to the fact that we often tend to assume that most other people know what we know. Consequently, descriptions of learning tend to be vague. Try to be as specific as possible, give examples that demonstrate your point.

You should not be "modest" in your essay. We have been taught that it is not polite to brag, and, as a result, you may find it difficult to "blow your own horn." Your essay is the appropriate place for you to make strong, positive statements about what you have learned, and how well you have learned it. Remember, your objective in this portion of the portfolio is to accurately reflect your self-assessment of your learning outcomes. The documentation which you will include in the next portion will indicate the assessments of other experts.

Test Questions for the General Essay

The following questions will help you check whether or not your description of a particular learning experience is on target.

1. Have you identified the various learning activities that have contributed to this particular knowledge, skill/competency?

2. When did this experience take place?

3. How long were you involved in this activity?

4. Where did this/these experiences take place?

Notice how the following example answers the above questions:

> My role as a coronary and intensive care nurse at the . . . Hospital began in 1968 after three years of prior medical

and surgical experience. This included one year in a community hospital where the definition of my acute coronary role was initiated. I assumed a staff nurse position at . . . Hospital after completion of a 60-hour coronary care course which was required for employment in this area. This course included . . . . I have been motivated throughout my experience to seek advanced training in psychologic and physiologic assessment skills. This was accomplished through regular attendance at education sessions conducted by the Director of the Coronary Care Unit, Dr. . . . , direct interchange with physicians and other medical personnel, following the literature in the official publication for the American Assolciation of Critical-Care Nurses, Heart and Lung, and the organization of a local chapter of the Critical Care Nurses Association in 1971.

5. How were you personally involved in these experiences?

6. What was your relationship to others and others to you? Were you responsible to others? Were others responsible to you? How many?

7. What was the name and title of the person who supervised you?

Example:

I am employed by the . . . Center, a sub-contract agency of the . . . County Department of Drug and Alcohol Addiction. I function in the capacity of Financial Adviser to the President, Mr. . . . , Treasurer, Mr. . . . , and the Executive Director, Mr. . . . . (Since my employment, there have been four Executive Directors and three Board Presidents.) Rather than becoming self-proficient in fiscal matters, they have found it advantageous to rely on my knowledge and expertise in these areas.

Example:

My title was Hearing Reporter. I would report verbatim hearings held before a Referee who would determine whether people disqualified from collecting unemployment insurance were eligible to receive such payments.

8. Have you shown that you learned and changed from the past experiences?

9. Have you described what you learned--the learning outcome of your experience?

10. Have you used specific examples or illustrations to demonstrate what you have learned?

11. Have you indicated you can apply what you know?

Example:

I was employed by a life insurance firm which had 7,000 home office employees and 12,000 field employees. My first assignment was in the Supply Division which was responsible for keeping all home office and field office employees supplied with office equipment, machines, and supplies to carry on day-to-day business. Because of the size of the firm, this was a monumental task necessitating manpower on many levels and voluminous paperwork.

I learned office skills which were essential to the performance of increasingly responsible and detailed duties such as:

Filing systems for company-wide supply items, supply requisitions, office machines, office furniture. I scrutinized existing unwieldy methods and recommended changes to conserve employee time and to streamline operations.

Communication skills developed through liaison responsibilities between ordering departments and stock room supervisor. Often I assumed the role of buffer when tempers were short due to delivery delays of essential supplies. I learned to increase people's awareness that delays were frequently out of our control and due to such things as manufacturer or delivery company strikes, plant vacations, et. al. These explanations were essential to dispel the misconceptions that all delays were due to the inefficiencies on the part of Supply Division employees.

Operating of adding machine and calculators necessary to verify bills of lading for field office shipments, vendor's invoices, etc., for accuracy.

Typing letters, memos, and statistical information. I developed speed, accuracy, and a proficiency for typing lengthy numeric statistical information.

Secretarial Skills: Shorthand skills (at the Stenotype Institute--125 wpm), transcription, making appointments, taking messages, keeping superiors informed, arranging meetings. I learned to do these chores efficiently, to anticipate problems and find solutions, to tie up all loose ends, and to confirm all matters even slightly indefinite.

Maintaining records such as inventory control cards on each supply item to insure reordering at "minimum" level point; records of each item of furniture, equipment, machines; noting sales, trade-ins, departmental transfers, repair costs, et. al.

I learned to assume responsibility and work without direct supervision by arranging for service for all home office machines and typewriters in dis-repair. I acted as liaison between all departments of the firm and over 50 manufacturers' service departments. I learned to coordinate repair requests in order to minimize service call charges and to approve invoices for payment after verification of actual repair, hourly service charge, and determination of warrantee or service contract coverage.

I attended the in-service Secretarial Development course which increased my awareness of my role in the company and honed many office skills.

I believe my office skills--typing, shorthand, knowledge of office practice--would exceed the learning possible in two three-credit hour courses.

Notation of Documents

At the conclusion of the description of each area of study, you will want to refer to the documentation you have acquired which substantiates your description of the learning involved. These documents should be identified by page number.

Critical Review

Upon completion of a draft of your general essay, you or a close friend should consider it critically, asking these questions:

-- Is it too short, so that it does not provide a complete picture of who I am?

-- Is it too long, so that it includes unnecessary information and is laborious to read?

-- Is it too personal or reflective, so that I would be uncomfortable with strangers reading it?

-- Is it not reflective or personal enough, so that it says nothing about the essence of who I am?

-- Is it missing important and significant experiences, interests, or values?

-- Is it lacking in any discussion of my goals and aspirations?

-- Is it lacking in organizational format, making it difficult to read and understand?

PART V--HOW TO DOCUMENT HOW MUCH AND HOW WELL YOU HAVE LEARNED

Upon completion of this section you will have:

1. Gained an understanding of the kind of documentation needed to support learning acquired from experience, non-collegiate courses and college credits

2. Acquired appropriate documentation for each area of study listed in your application for advanced standing

3. Reviewed documentation to eliminate excess

Gathering Documentation

Now that you have identified the prior experiential learning for which you are seeking credit or recognition and have related that learning to what you want to learn, you will need to gather and organize the documentation which will verify that you have indeed had the experience(s) which you claim, and which will measure and evaluate the learning outcomes or competencies gained. It is important for you to know the distinction among the terms: verfication, measurement, and evaluation. Verification is the process by which you provide written materials or products that establish the fact that you participated in certain learning experiences. Measurement is the process by which someone determines how much and how well you learned as a result of your learning experiences. Evaluation is the process of relating the measurement of learning to standards in order to determine how much credit or recognition should be awarded to you for learning.

While we will not require you to submit precise measurements of your prior experiential learning, the better your product from this process, the more likely you are to achieve the benefits of the assessment process. As you will recall these benefits, as discussed in the introduction, are:

-- maximizing the credit or recognition you will receive for your prior experiential learning;

-- gaining a realistic appraisal of your present levels of competence;

-- possessing accurate information for planning future learning;

-- acquiring an understanding of how to measure learning outcomes (competencies, knowledge, skills, and values).

When you and your teacher had identified the prior learning that is to be utilized in your application for credit, you will need to begin to think about how you will document that learning and the individuals who could assist you.

Documentation for Learning Growing Out of Life Experiences

Many documents for each learning experience are not necessary. Quality is more important than quantity. Sometimes it is not possible to obtain documentation for each experience that contributed to your learning or skills in a particular area. Do not spend a lot of time and energy trying to dig up ancient history. If the skill in question is one which you have continued to use and you can provide evidence of its existence currently, that will suffice.

As you begin to develop a plan for obtaining and presenting the documentation you wish to include in your portfolio, the first form of documentation which will probably occur to you will be that of a letter from someone who can verify that you had the experience which you claim. Letters of verification are the most common form of documentation appearing in a portfolio to support the claim for credit or recognition for prior experiential learning. However, other forms of documentation you may wish to consider are: certificates, newspaper articles, job descriptions, speeches, publications, designs, audio-visual presentations, examination reports, military records, awards, honors, work samples.

Useful and acceptable measurement requires reliability and validity. Reliability refers to getting nearly the same measurement when measuring the same learning on several occasions. In other words, reliability can be said to be how consistently an assessment procedure measures what it is measuring. Validity, on the other hand, is regarded as the extent to which a process or procedure really measures what it purports to measure and not something else. In terms of assessment, validity can be thought of as the extent to which the assessment really measures your true learning experience.

In determining which techniques are appropriate for measuring a specific area, your decisions should be guided by the following standards:

1. The techniques or combination of techniques should measure the the entire competency as you have stated it.

Example:

If Bill is claiming a competency in communicating with subordinates, his oral as well as written knowledge and skill

should be measured. It would not be adequate to infer from a measurement of his oral communication that he can also adequately communicate in written form in that language.

2. You should be able to convince a person who is expert in the field of your competency that if you were to repeat the measurement technique, you would produce nearly the same results.

Example:

If Ted were to claim a competency in giving a sales talk, the measurement of this competency should not be based upon one person's evaluation of one of Ted's presentations. Rather, reliability would be achieved by having two or three persons evaluate two or three of his talks. If some consistency is shown among the persons doing the evaluation, we could have confidence that the next evaluation that was made of Ted's speaking competency would probably be nearly the same as the one which has already been rendered.

3. The measurement should have taken place fairly recently.

Example:

It may have been some time since June practiced certain accounting skills. If so, an evaluation of those skills which occurred many years ago would no longer be an adequate measurement. She should have someone evaluate her accounting skills as they currently exist.

4. The number of measurements that you have made, number of products you present, and number of measurement techniques you use should be only as many as are needed to persuade an expert in the field that you probably possess a competency. It is not necessary to prove "beyond a shadow of a doubt" that you are competent.

Example:

It is not necessary, in order to provide an adequate measurement of Jim's professional writing competency, to have a dozen writing samples evaluated by a dozen experts in order to establish his present level of competency in that area. Two or three samples evaluated by an expert should be sufficient. Also, it is not necessary, in addition, for him to have his writing observed as he is doing it and take a written examination on varying principles of professional writing.

5. In 2 and 4 above, we have referred to "an expert in the field of your competency." Generally, an expert is one who has extensive

academic preparation, has taught, supervised workers, exhibited a high level of competency, and/or published in the subject area under consideration. Although information about your competency may be furnished by peers or subordinates, a final judgement about the information will be made by the Petition Review Committee.

Example:

Neither Sharon's husband nor her children are qualified to judge her competency in setting up a budget. It is highly unlikely that Sharon's friends or neighbors would qualify as experts in setting up a budget, even though they have closely observed her application of her knowledge in budgeting. It is possible that Sharon could have her competency measured by an accountant who is in private practice.

6. A single technique may be used to measure more than one competency, provided that the technique meets the requirements of the guidelines set forth above.

Example:

Bill's competencies in accounting and inventory control might be measured through a single assessment exercise.

Using these guidelines, you are ready to examine the various techniques commonly used to measure prior experiential learning. Other equally appropriate techniques may come to your mind, and your teacher or classmates may be able to make other suggestions to you.

Assessment Techniques

PRODUCT ASSESSMENT--Product assessment usually involves the use of rating scales or forms. In this case, the rating is a measurement of a product that a person has produced. Such products in the assessment of prior experiential learning commonly include reports, forms, proposals, designs, procedures, and other projects and work samples.

Usefulness--You would likely choose a product assessment as a measurement technique in one of the following situations:

1. An evaluation of the product would be better proof of your level of competency than a similar evaluation of the process by which you produced products (e.g., the written procedures would be better proof than having an expert watch you write.)

2. The process by which you produce a product cannot be observed by others (e.g., others cannot observe the process by which the piece of creative writing was produced).

Illustration--Laura's competency in prose writing could be measured by having her submit samples of her work to two or three experts in prose writing. The writing samples could be read and rated by the experts on a quantity rating scale. The ratings could be pooled and a summary of ratings provided so that Laura's competency could be judged.

Considerations--You should be able to verify that the products were in fact produced by you. Don't attempt to obtain a measurement on everything you ever produced. It will be adequate to simply obtain measurements on a representative sample of examples. Products presented for measurement should be labeled and dated. Also, any awards, citations, or other official forms of recognition would be acceptable supplements to a product assessment procedure. If it seems appropriate for you to explain how you made the product, you might request an interview with the judges.

ORAL INTERVIEWS--An oral interview is a face-to-face situation in which one person, the interviewer, asks you questions designed to obtain answers which will lead to an evaluation of your competency. Usually the interviewer will have a list of questions relating directly to the competency to be measured.

These questions will be asked of you during the interview and the interviewer will make notes concerning your answers. Later, the interviewer will make a judgement as to your level of competency. To increase reliability it may be advisable for you to be interviewed, simulataneously, by more than one interviewer.

Usefulness--The oral interview could be an especially good measurement technique in situations wherein:

1. You are the best source of information about your competency;

2. You communicate more effectively orally than in writing;

3. It is used to supplement other measurement techniques to insure that all facets of your competency are being measured;

4. The ability to express complex concepts is being measured;

5. The ability to compare and contrast ideas is being measured;

6. Creative problem solving ability is being measured;

7. Oral translation from one language to another is being measured.

Illustration--If Ted wished to obtain a measurement of his competency in camping, he might select the oral interview as a measurement technique. One or more experts in camping could question him concerning

where he went, the type of equipment he used, how he set up camp, and how he managed to survive under varying situations. The interviewer could ask a sufficient number of questions until he, the interviewer, was satisfied that the appropriate amount of information had been gathered. Also, Ted would be free to volunteer information which would substantiate his level of competence in camping. The interviewer would report Ted's responses and compare this information with that provided by Ted's companions on his camping trips. The interviewer could then arrive at an overall rating of Ted's camping competency.

Considerations--If you use the oral interview as a technique for measuring a competence, you should:

1. Assist the interviewer in constructing a list of questions to be asked of you during the interview. Prior to the oral interview, you might send a written list of questions which you think would be appropriate for the interview. The interviewer will undoubtedly add other questions.

2. Have an understanding with the interviewer that you are free to volunteer information during the oral interviews.

3. Make it clear to the interviewer precisely what competency is to be measured and try to reach some agreement, in advance, as to criteria by which you will be judged.

4. Request that the interview be taped. This will allow you to have the interview evaluated by more than one person.

5. If it is not possible or appropriate to have the interview taped, consider being interviewed by more than one interviewer.

OBJECTIVE WRITTEN EXAMINATIONS--These consist of a series of questions; for each question you are normally provided with several possible answers. It is then your task to pick the one correct answer for each question. You usually do this by marking the correct answer on an answer sheet. There are other forms of objective written tests, but this is a description of the form which by far is the most common.

Usefulness--The objective written examination is most appropriate for measuring the competency which is limited to the possession of a set body of subject matter information. The College Level Examination Program (CLEP) provides a number of examinations which are commonly used to measure a prior experiential learning which is closely related to traditional subject matter areas at the college level. Another common form of objective written examination appropriate for measuring college-level competencies is represented by the licensing examinations used by various state boards and professional associations (nursing, real estate sales, airplane pilots, certified public accounting, law, etc.).

A complete listing of published written examinations may be found in the Seventh Mental Measurements Yearbook.* Nearly every college has an individual or office responsible for administering published objective written examinations. Also many experts use the final examination in existing courses to measure competency in subject matter areas.

Illustration--June's knowledge in the subject area of psychology could be measured by an objective written examination. Her college probably has one or more courses in this subject area. The final exam or a published examination could be provided to her and a measurement taken of her knowledge in this area.

Considerations--If you plan to select an objective written examination as the measurement technique for one of your competencies, you should be certain that the examination covers the subject area which you want to be measured. You should also be reasonably certain that the examination does not cover more than you intend to have measured. In other words, the questions on the examinations should be directly related to the knowledge which you wish to have measured. The questions should not cover material that you have not learned. There should be questions which pertain to the entire subject area that you want to measure.

ESSAY EXAMINATIONS--Essay tests usually contain a series of questions or assignments. An expert then reads your answers. Usually the expert will not classify your answers according to the degree of quality or merit which can be recognized. Your answer on an essay examination may be used to measure either the amount of knowledge which you possess in a subject area or your ability to use that knowledge.

Usefulness--Essay examinations are particularly appropriate in measuring the following competencies:

1. The ability to express complex concepts;

2. The ability to compare and contrast ideas;

3. Translating from one language to another in written form;

4. Creative problem-solving ability.

Essay examinations are also useful in cases in which you are the best source of information or if you communicate more effectively in writing than orally.

Illustration--Bill's competency in small business management might be measured by presenting him with a series of problems commonly faced

*Oscar Krisen Buros (Ed.), The Seventh Mental Measurements Yearbook, Volumes I and II. Highland Park, NJ: The Gryphon Press, 1972.

by the managers of small businesses. He would then be asked to write his solutions on an essay examination. His answers would be evaluated by one or more experts in the area of small business management. according to the amount of imagination and insight which he was able to demonstrate on the examination.

Considerations--If you select an essay examination as a measurement technique, you should as in the case of the oral interview, attempt to provide some suggestions as to the questions which will be asked of you. If the essay examination under consideration for you is a published one, you should be certain, as in the case of the objective written examination, that it contains questions which coincide directly with the competency that you want to have met. You should have agreement between yourself and the person who will be evaluating the answers to essay examination answers as to the standards or criteria that will be employed in evaluating your answers. Since persons evaluating the answers to essay examinations do not always agree as to the level of competency indicated by those answers, you should request that more than one evaluator be used in judging the answers which you provide to an essay examination. Their evaluations should then be pooled into a composite evaluation.

PERFORMANCE TESTS--In a performance test you are required to perform specific tasks in a situation designed and set up by the examiner. Examples include typing and shorthand tests, bookkeeping tests, accounting tests, computer programming tests, airplane operation tests, and the various skill tests designed for mechanics and skilled trades people.

Usefulness--Performance tests are especially appropriate in the case of competencies that focus on what you are able to do with knowledge rather than upon the knowledge itself or products which you might be able to produce as a result of your performance. Performance tests should be used when it is difficult or expensive for you to have someone measure your competency in a natural setting. It may be just as appropriate, although less expensive and time consuming, to have someone contrive a situation which is designed specifically to measure your competency. For example, it would appear to be more efficient to have you appear at a specific time and place to diagnose a particular problem on a piece of electronic equipment, than to observe you in a work situation in which you repair electronic equipment and simply wait until that particular problem appeared in a piece of equipment.

Illustration--Jim's competency in conversational Spanish and Portugese could be measured by a performance test. A person fluent in the two languages could engage Jim in a conversation and observe him conversing with other persons proficient in the two languages. The expert in the two languages could then evaluate Jim's ability to communicate in the two languages on nontechnical topics.

Considerations--If a performance test appears to be the most appropriate measurement technique to be used to measure one of your competencies, you should be certain that the test represents what actually happens in your performance in a natural situation. For example, a test should be a representative sample of your actual performance on a job.

INTERVIEW WITH PRESENT SUPERVISOR--It may be possible for your teacher or other expert to interview your supervisor(s) to determine the extent of a number of your competencies. In this assessment technique, you must prepare prior to the interview the specific competencies in question and a method for evaluating by your supervisor. During part of the interview, it may be helpful for you to be present to discuss aspects of your experiential learning.

Usefulness--This assessment technique would be very direct and allow your teacher to vouch for your competencies personally. Because of probable high cost entailed in this method, a less costly approach of choosing a volunteer expert in your area to interview your supervisor or, if an interview is not feasible, resort to a request for a written evaluation by your supervisor

Illustration--It may be difficult to verify Jane's competence in communicating effectively with subordinates and other employees. An interview with her immediate supervisor by an appropriate expert should serve to verify the facets of her skills in question in this area and also provide evaluative information.

Considerations--If you are planning to use supervisor interview as a measurement technique for one of your competencies, you should consider the same factors which were discussed in relation to oral interviews.

NOTE: Following any measurement process, you should obtain for your portfolio a written statement of the results of the process in the form of a letter.

Requesting Letters of Verification

In Appendix B, you will find a copy of the letter format which has been prepared to help you solicit letters of verification and evaluation. The key words here are verification and evaluation--not to be confused with recommendation. The following examples will show you why.

Example: Letter of Verification:

With reference to your request for a letter of verification for Mr. Harold F. I should like to inform you of the following:

1. Mr. F. is a licensed and tenured teacher of Printing and Presswork who has been teaching at the --- School of Printing in the Apprentice Department since 1962.

2. From 1962 through 1969 Mr. F. taught the following courses as a printing teacher. Hand Composition 1 and 2, Book and Job Makeup, Advertising Makeup, Printing Processes and Copyfitting and Markup. In 1969, Mr. F. was requested to retrain in the new process of Cold Type Composition which was being introduced into the printing industry.

Example: Letter of Recommendation:

I am happy to recommend Mr. John Jones.

I have known Mr. Jones as an active, alert young man, with wide interests and a capacity to muster facts and support quickly for specific causes or aims. He is ambitious, enterprising, and well-oriented to the world.

The writer who adheres to the outline of the learning components that you send in the request letter should produce an acceptable letter for your portfolio. An example of a letter of request from a student plus the letter of response to that request are also included in Appendix B. In addition, there is a letter from the Office of Admissions, Guidance, and Information Services. Include a copy of this "Dear Friend" letter with all of your requests for verification and evaluation.

Here are some guidelines to assist you in acquiring acceptable documentation to support your description of prior learning.

1. The person preparing a written statement to verify and evaluate your experience should have directly observed you during the experience and not simply know about your experience second or third hand.

2. One person may verify and evaluate more than one of your experiences. However, the statement should comment directly and clearly on each experience.

3. In general, the statement of verification should cover the points you have made in the General Essay about the learning that has grown out of a particular experience.

NOTE: You are most apt to increase the potency of your verification letters if you have organized the competencies for a particular

experience before a request for the letter is made. It is absolutely imperative for you to discuss this letter with the writer before you send a formal request for it. After all, it is only common courtesy to determine the willingness of anyone to write a letter of recommendation before the request is made. Because a letter of verification and evaluation requires a lot of thought and time on the part of the writer, it is even more essential.

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4. The person writing the letter of verification and evaluation should identify his or her relationship to you (supervisor, peer, subordinate) as well as his or her qualifications for commenting on your experience.

5. The letter should be written on the official letterhead of the company, organization or institution with which the author is associated. The letter must be signed.

6. The document should evaluate both the quality and quantity of the experience which you have had.

NOTE: Make sure that the writer is willing to make these judgements; if not, a special evaluation may need to be arranged.

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7. Documentation will be considered to be public information. In other words, you should know that a number of individuals will look at documentation which you have furnished or which is furnished in your behalf.

NOTE: Persons providing letters of verification should be informed of this possibility, also.

When the original letters are received, they will be placed in your master file. One copy of each letter will be mailed to your assessment teacher. It is your responsibility to get your letters from your teacher, photocopy them and insert them in the appropriate place in your portfolio. The Office of Admissions, Guidance, and Information Services will be glad to answer telephone inquiries as to whether or not letters have arrived.

Special Evaluation

You may find that the measurement and evaluation of your prior learning requires an expert's judgement. Perhaps your learning took place entirely independently, and there is no qualified, objective observer who can attest to it. Or, you may have found people who were willing

to verify your earlier learning experiences, but who were either unwilling or unable to measure and evaluate your learning outcomes. Because you are planning to request college credit for your learning, a member of the faculty from a nearby college or university may be the best person to serve as your assessor. In some unusual cases, however, an expert practitioner may be required.

First you will need to consult with your teacher to determine which of your learning areas require documentation provided by an expert. After this initial determination has been made, you will next need to select the qualifications you wish the expert to possess. For example, you may have had experience as an office manager, and you would like the assessor to have expertise in human motivation and to be familiar with organizational climate. Provide your teacher with a rank-order list of preferred qualifications.

The teacher will seek an expert who most closely matches your specifications and who is interested in assessing your prior learning. After the initial arrangements have been made, the teacher will provide you with the name, address, and telephone number of the expert who will be assessing your prior learning. You will need to provide the assessor, as quickly as possible, with all pertinent written information. You should include: (1) a copy of as much of your portfolio as has been completed; (2) all course descriptions or syllabi from any workshops or in-service training sessions which you have attended and which contributed to your learning; (3) all readings required in workshops, on-the-job or in-service training (directly relevant to the area to be assessed); and (4) any additional relevant reading which you have done independently.

NOTE: Be sure to present the reading list in an acceptable bibliographic format. And, if it has been some time since the reading was done, be sure to go back over the materials to refresh your memory.

You should provide a covering letter to the assessor introducing yourself, briefly describing your educational goals, describing those learning components you expect to have assessed, and describing the assessment technique you would prefer. Be sure to include times that you cannot possibly be available for evaluation. (Special Evaluation may substantially increase your award of advanced standing, so do not restrict yourself too closely. It may pay to make special arrangements at work and at home.) The last section of your letter should suggest a specific time-frame so that the assessor will know how much time he has to develop an assessment procedure, administer it, and submit a final written report. Remember, the report must be included in your portfolio when it goes to the Petition Review Committee. Finish the letter with a few positive statements, and do not forget to

add your telephone number. Time is too short to rely entirely on correspondence through the mail. Loose ends often can be tied up with a brief conversation. (See Appendix B for an example of a covering letter to an assessor.)

After the assessor reviews your materials, he will contact you. During his initial review of the materials, he may find that your competencies and his expertise do not match sufficiently to make actual assessment feasible. In that case, you will need to inform your teacher immediately so that another expert can be sought. In the event that the match seems adequate, an appointment for an assessment should be set. The assessor will inform you of the time, place, assessment technique to be used, and the criteria to be applied in your evaluation. This will give you a chance to prepare a review in those areas where you may feel least secure. Appendix C contains the guidelines sent to all experts who assess prior learning.

NOTE: When it is necessary to obtain an outside expert to evaluate your learning, you must take into account that this takes time. Experience has shown that three weeks is the minimum amount of time you should allow for receiving an evaluation from an outside evaluator. It would be much safer to allow five to six weeks.

Other Kinds of Documentation

TRANSCRIPTS FROM ACCREDITED COLLEGES--In order for the the Petition Review Committee to evaluate your experiential learning, the Admissions, Guidance, and Information Services Office must have on file an official official transcript of courses taken at other accredited colleges or universities. An official transcript is one that is sent from one institution to another. Any transcript you have in your possession is a student transcript and will not be accepted as documentation for credit by the Petition Review Committee. You should request that the colleges you attended previously send an official transcript to:

Office of Admissions, Guidance, and Information Services
Coastline Community College
10231 Slater Avenue
Fountain Valley, CA 92708

The Office of Admissions, Guidance, and Information Services will photocopy the transcript for your portfolio, and forward it to your teacher. You must check to be certain all of your transcripts are in order. It is your responsibility to do so. You may do this by consulting with your teacher or by calling the Office of Admissions, Guidance, and Information Services. It is important (critically) for your transcripts to be up-to-date and on file at Coastline Community College. Your application for credit will not be approved until these requirements are met.

CLEP, PEP, CPE EXAMINATION SCORES, USAFI COURSES--The rules about official transcripts above apply to CLEP, PEP, CPE, AND USAFI courses. If you have not already done so, have a report of your scores and grades forwarded to the Office of Admissions, Guidance, and Information Services from the sponsoring organization.

DOCUMENTATION FOR NON-COLLEGIATE COURSES--proprietary school, company/professional courses, workshops, in-service training, adult education courses--You will need to provide verification of your participation in the above if you plan to utilize them in your application for advanced standing. In some cases you may have a formal transcript, in others, you may need to get letters from the instructor of the course, your company or institution's personnel department. Verification of your participation and the duration of the course will be considered minimal documentation. Your documentation will be enriched if you can provide an outline of content, bibliography, the quality of your work, etc.

Over Documentation

After you have assembled all of your documentation, you should review it thoughtfully and eliminate duplication and items that do not contribute specifically and directly to supporting your application for credit and advanced standing.

Example:

> Mary was applying for advanced standing based on a number of years' experience in income tax preparation. She had prepared tax returns for individuals in all income tax brackets as well as for small and large businesses. In her documentation, she included all of the various kinds of tax forms she had worked with. These created considerable bulk and their inclusion did not verify that Mary knew how to use these forms.

After you have done your best to eliminate excess, you may find some documents are quite long. It will be most helpful to the committee and others who must read your portfolio if you would underline or highlight the most relevant parts of long documents.

PART VI--HOW TO REQUEST CREDIT FOR WHAT YOU HAVE LEARNED

Upon completion of this section you should have:

1. Completed your petition for experiential credit
2. Consulted with your teacher and determined whether your competencies qualify you for credit for an occupational major

3. Gained knowledge of additional ways to earn college credit

Now that you have matched your learned knowledges, skills, and competencies with those in the student guide, documented your learning experiences, and had experts measure your competencies, you should be ready to present your portfolio to the Petition Review Committee.

The determination of your request for credit will be made in consultation with your teacher or others familiar with your occupational area and crediting. If your teacher has expertise in the field for which you are requesting advanced standing, then by reading your essay and examining the letters of verification your teacher will be able to evaluate how much credit is appropriate. Or, there may be members of the faculty who have expertise in the area in question. You and your teacher will consult with them about an estimate of appropriate credit.

If you and your teacher mutually agree that your knowledges, skills, and competencies are essentially those listed in the guides, you should forward you petition for credit and your portfolio with the course sign-off sheet to the Petition Review Committee. More direction on assembling your portfolio is presented in Part VII.

The Petition Review Committee will, of course, make the final judgement as to how much your prior experiential learning is worth in terms of academic credit. Recommendations by your teacher and other faculty experts in the form of the course sign-off sheet will be an important consideration for the committee.

Some Information Regarding Credit for Non-collegiate Courses and Other Activities

1. Informal courses, correspondence courses, and workshops that are relevant to your goals may be evaluated for credit. After you have identified the learning outcomes of these experiences, you may find that they match many of those listed in the student guide. If so, records of attendance at such activities will be considered appropriate documentation for your portfolio. It will be necessary for you to include a description of the content of the course, a list of books read, or other materials used.

2. For additional information on ways credit is granted at Coastline Community College, including Credit by Examination, please refer to Appendix D, Awarding of Credit for Classroom and Experiential Activities.

3. If you have been through Special Evaluation, the expert should have recommended an appropriate credit equivalency.

4. Learning from life experience can be granted credit only once. Learning from any one source of life experience already granted credit by an accredited institution cannot be granted additional credit through the Office of Admissions, Guidance, and Information Services. Learning from life experience which has not been assessed for credit previously, or which has taken place following the last assessment of experiential learning, can be granted credit.

5. All learning gained through prior college participation and appearing on an official college transcript must be on file for purposes of information, not for assessment, so that, learning from life experience which is duplicated by previously credited classroom learning cannot be granted credit.

6. The learning acquired through experience must be at the college-level and must have been accomplished at a satisfactory or passing level of performance. Students are not required to prove exceptional, excellent, or above average work in order to receive credit.

PART VII--HOW TO PUT TOGETHER YOUR PORTFOLIO AND HOW THE ADVANCED STANDING PROCESS WORKS

Most students work on their portfolios over a considerable period of time. They become intimately acquainted with each page and document and thoroughly understand the inter-relationships. Members of the Petition Review Committees and others who must read your portfolio do not have this advantage. It is important that the portfolio be carefully organized so a stranger can follow it easily.

Remember, the completed portfolio should contain the following elements in this order:

1. Title Page

2. Summary Transcript

3. Degree Program

4. Student Guide of Documenting Experiential Learning

5. General Essay

6. Index to Documentation

7. Documentation

Put your Degree Program and Essay and Student Guide in order. Then, gather your support evidence for the Appendix and arrange it. Transcripts from accredited college come first. CLEP/CPE/USAFI, etc. test scores follow. Supporting evidence for the learning competencies gained from life experience should be arranged in the order in which they are described in the essay. You can now number the pages sequentially from the beginning through the documentation. You may then prepare the table of contents for the Appendix which will list each document and give its page number. This will be inserted in the end of the General Essay.

You should check your portfolio against the following checklist to make sure it is indeed ready for submission:

1. The Title Page completely filled out and signed

2. The Degree Program Outline is arranged to provide, at a glance, your program goals

3. The Student Guide for Documenting Experiential Learning is correctly completed with appropriate page references keyed to documentation; any learning substituted for that listed in the guide has had teacher approval and has proper documentation

4. The General Essay provides an adequate picture of "who I am"

5. The documentation materials specifically address what you know and can do, rather than personality characterisitcs or qualities

6. The documentation materials address the question of how well you can do certain things

7. An Index to Documentation materials is provided and is correctly keyed to the materials in the portfolio

8. The Documentation is keyed to the learning experiences (knowledges, skills, and competencies as described in the guide)

9. Any learning substituted for that listed in the guide has had teacher approval and has proper documentation

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REMINDER: Student Guide, Degree Program, and General Essay and Documentation MUST be submitted in duplicate.

Submit your completed portfolio to your teacher who will forward it to the Office of Admissions, Guidance, and Information Services. From there it will go to the Petition Review Committee.

How the Advanced Standing Process Works

The composition of the Petition Review Committee will be five people--the Registrar, the Associate Dean of Guidance, two Associate Deans of Instruction, and the Graduation Clerk.

When the committee comes together your self-assessment serves as the focal point for its deliberations. The committee members meet and exchange views, negotiate, resolve differences, and assign official credit awards. The deliberations may result in changes in credit.

The nature of the committee's assessment is the awarding of advanced standing within the overall collegiate framework. The review is to serve as approval of credit and waiver of requirements within a specific subject area. Subject area evaluations will be included as part of the portfolio documentation. For example, no one on a particular committee may be an expert in advertising, yet the committee may review a portfolio which contains, among other requests, a request for credit in advertising based on the student's experientially learned knowledge. This student will have been evaluated by an appropriate expert, in this case, a teacher of advertising, who will have made a credit recommendation. The committee reviews the entire portfolio in order to make a holistic judgement using the advertising teacher's evaluation as one piece of evidence toward the overall granting of advanced standing.

Prior to the actual meeting, each committee member will be have an opportunity to see each student's portfolio. As each portfolio is read, the committee member will mark an assessment form with his concurrence or recommendation for credit change.

In the event that a student is dissatisfied with the award, a letter of appeal should be addressed to the Office of Admissions, Guidance, and Information Services within 30 days after receipt of the original credit award.

Finally, College Credit

As soon as the committee has completed its deliberations, you will be notified of the final credit decision by mail, and an official transcript will be available from the Office of Admissions, Guidance, and Information Services for transfer to the college of your choice.

Congratulations and best wishes for success in your new or re-newed career.

APPENDIX A

CAREER PLANNING GUIDE

APPENDIX A WAS DELETED PRIOR
TO FILMING BECAUSE OF PROBLEMS
WITH ITS REPRODUCIBILITY

APPENDIX B

GUIDELINES FOR LETTERS OF VERIFICATION AND EVALUATION

FORMAT FOR LETTER REQUESTING

VERIFICATION AND EVALUATION

Your Name
Current Address
Include Zip Code

Employer Name, Title
Agencies Name
Current Address
Include Zip Code

Dear Full Name: (avoid Sir or Madam)

Introduce yourself. Remind people of what you did (title), where (location within company), and when (dates).

Tell them why you need a letter. Ask them to follow the enclosed guidelines.

Provide them with a listing of clearly written learning components within each area of study for which you want credit.

Make some positive parting comments; thank them.

Ask that the letter be sent directly to the Associate Dean of Guidance, Coastline Community College, 10231 Slater Avenue, Fountain Valley, CA 92708.

Sincerely,

Sign Your Letter

12980 Magnolia
Huntington Beach, CA 92646
June 12, 1978

Mr. E. M. Cowley, Manager
Adler, Fizzlewick, and Sons
43 Bridge Street
Santa Ana, CA 92707

Dear Mr. Cowley:

I am writing to ask you to help me document some of the skills that I developed while I was a clerk and secretary at A. F. and Sons. This is in order for me to gain college credit for my learning.

With this letter is a set of guidelines that I hope will explain what needs to be done. To put it simply, would you please write a letter stating whether and how well I can do these things within the area of study, "Office Skills?"

-- Set up a simple, effective filing system;
-- Type with speed and accuracy;
-- Write appropriate replies to routine correspondence;
-- Answer the phone courteously and take messages accurately;
-- Use good judgement in decision-making.

This is asking a lot of you, especially at a time when you are unusually busy, but as I mentioned on the phone, this is a big thing for me. I never imagined I would have a chance to be a collge graduate. Please accept my thanks for helping.

The letter should be addressed to the Associate Dean of Guidance, Coastline Community College, 10231 Slater Avenue, Fountain Valley, CA 92708. And once again, thanks.

Sincerely,

Carolyn McGuire

A . F . & SONS
43 Bridge Street
Santa Ana, CA 92707

June 16, 1978

Associate Dean of Guidance
Coastline Community College
10231 Slater Avenue
Fountain Valley, CA 92708

RE: CAROLYN MC GUIRE

In response to a request from Ms. Carolyn McGuire for validation of her skills practiced while at A. F. and Sons, I want you to know that I am delighted to hear that she is working toward her degree, and I am more than happy to supply you with the information she has requested. As Manager of the firm, I watched her professional development for the five years, from 1968 to 1973, while she worked her way up from filing clerk to full office secretary. I would evaluate her skills in the following manner:

1. Set up a simple, effective filing system

   Shortly after he arrival, she was asked to develop a revised filing system. This she did within two months as I recall. The change in our office's efficiency was significant. So effective was the system, indeed, that it is still in effect today.

2. Type with speed and accuracy

   I must say that I am unable to affirm just what her speed was, though we hired her as a "typist B" at the time, and I believe this entails a speed of no less than 40 words per minute. As to accuracy, I can affirm without hesitation that she very rarely let any errors get to my desk for final signature. I pride myself on my attention to such details, and she consistently outdid me.

3. Write appropriate replies to routine correspondence

   Much of A. F. and Sons' correspondence involves responding to requests for information. Some require personal response. While she was my private secretary, she steadily increased the variety of letters to which she could write answers. Upon a few occastions (as we both recall), those responses were not fully appropriate, but in general, she indicated competence here, too.

4. Answer the phone courteously and take messages accurately

This is the only area where she might have some room for improvement. While she was always accurate, there were times when her strong personality occasionally led her to forget that the customer is always right. This is not a serious fault (for I was inclined to agree with her sometimes), but it is important to remember that the world has many kinds of people, and a little Monday morning tolerance goes a long way.

5. Use good judgement in decision-making

With the minor exception mentioned above, good judgement was always one of her strongest attributes. She consistently was aware of the importance of saving money and materials. On several occasions when I was gone from the office, she kept things together and made a number of decisions on her own. She was never one to come running to "the boss" for every little detail. This is a great strength.

In general, I am most gratified that Carolyn is continuing to improve herself--especially through such a fine institution as Coastline Community College. Please do not hesitate to ring me up if you need more information.

Sincerely,

E. M. Cowley
Manager

EMC:idf

COASTLINE COMMUNITY COLLEGE

Bernard J. Luskin, President

10231 SLATER AVE., FOUNTAIN VALLEY, CALIFORNIA 92708

(714) 963-0811

Dear Friend:

You have been asked to write a letter on behalf of a student who is seeking college credit for prior learning. The Office of Admissions, Guidance, and Information Services is offering students the opportunity to receive college credit for learning acquired outside of the classroom setting, on the job, or in life experience. Your letter will help the student provide evidence that the learning which he or she asserts actually did occur and is worthy of college credit. These guidelines are intended to help you provide the verification and evaluation of the student's learning in the best possible way.

1. Send your written evaluation on letterhead stationery.

2. Include a description of your present position and pertinent past experiences.

3. Identify your relationship to the candidate (e.g., supervisory), the situation in which you have observed him or her, and the dates of the observations.

4. State specifically which competence, skills, or knowledge you are assessing (in most cases, the candidate will inform you of these in advance).

5. Evaluate how well the person performed by using statements such as: average, above average, exceptional, jetc.

6. Verify that the student held the position and fulfilled the responsibilities claimed.

7. Use examples, wherever possible, for the standards you have used, such as: performed at the same level as my other employees who possess a bachelor's degree; performance exceeded all other volunteer under my supervision who have performed these same or similar duties.

If you are not sure which skills, knowledge, or competence to assess, please feel free to ask the student to be more specific. It is important to know that you are not being asked to make a recommendation. That is, we are not asking you to make comments on the student's

BOARD OF TRUSTEES
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CHANCELLOR
COAST COMMUNITY COLLEGE DISTRICT
Norman E. Watson

appearance or deportment, nor are you being asked to make a prediction of the student's future performance. Rather, you are asked to verify that the candidate has learned to evaluate how well he or she knows or can do what has been asserted.

This information will be public, and the candidate will be provided with a copy. Therefore, your statement will be most helpful both to the student and to the committee if it is entirely straightforward. We wish to thank you in advance for taking the time to provide as thoughtful and candid an assessment as possible.

Sincerely,

J. E. Riedel, Ed.D.
Associate Dean of Guidance

JER:pga

6444 Harbor Boulevard
Costa Mesa, CA 92627
June 12, 1978

Professor Henry R. Block
9925 Waterford Street
Irvine, CA 92623

Dear Professor Bloch:

I have been informed that you might be able to assess my prior learning in the area of botany. Although I have spent most of my life exploring the woods of Maine and New Hampshire, it wasn't until I worked at the Nature Center in Massachusetts sponsored by the National Audubon Society that I developed skills in plant collecting and identification. I have enclosed the portion of my portfolio that describes and documents this experience.

My future plans include teaching at the elementary school level, and I believe that my knowledge of the plants of New England will be very useful in developing science units appropriate for young students.

If possible, I would like you to assess my knowledge and skills as follows:

- correct use of keys to the flowering plants;
- collecting techniques, including use of plant press, proper mounting, and labeling;
- accurate identification of approximately 400 species (personal collection) and sight recognition of approximately 200 species.

I suggest that we do a product assessment (my personal collection) plus some direct observation. Either we can go to the field together, or, if that is inconvenient, I could key out some plants that you provide and/or demonstrate mounting. I will also bring along my plant collection for your verification and evaluation.

My job is from 8 to 5 o'clock, but I could take some time off Thursday afternoon, July 20. Also, evening or weekend time would be good. As you probably know, I will need to include your evaluation in my portfolio no later than the first week in August.

Please feel free to call me at work at 555-9999 or at home at 555-2222. Thank you for giving me this opportunity to demonstrate my knowledge. I am looking forward to having it evaluated according to college standards both for my own information and, hopefully, for college credit.

Sincerely,

Harry Seymour

APPENDIX C

GUIDELINES FOR SPECIAL EVALUATION

GUIDELINES TO THE ASSESSORS

Adults learn in many settings and in many ways--probably in more ways than we will ever be able to determine. The learning acquired is often worthy of recognition and deserves college credit without regard to where or how it took place.

The Office of Admissions, Guidance, and Information Services is offering students the opportunity to receive credit for such learning after it has been measured and evaluated by an expert. We are asking you to serve as an expert assessor and, in this way, to assist students making requests for college credit and advanced standing. The purpose of these guidelines is to help you in the three-part task of measuring, evaluating, and documenting learning outcomes. For these purposes, we are using the following definitions of measurement, evaluation, and documentation:

Measurement is the process by which someone determines how much and how well one has learned as a result of his or her learning experiences.

Evaluation is the process of relating the measurement of learning standards in order to determine how much credit or recognition should be awarded for the learning.

Documentation is the process of reporting the measurement and evaluation in a formal, written format suitable for permanent records.

The assessment of prior learning is very similar to the assessment of classroom learning. Several differences, however, do exist. One such difference lies in the fact that you, the expert, neither taught the material learned or supervised the learning situation. This means that in order for you to assess this learning, the student must provide you with an adequate description of both the learning situation and the learning outcomes. Another great difference is that you will be unable to sample regularly from the students ongoing work, i.e., conduct formative assessment, rather you will be doing a final summative assessment similar to administering only a single final examination. This means that the student will be unfamiliar with your expectations, so we ask you to provide all applicants, a list of the criteria you will be applying.

The similarities between classroom and prior learning evaluation are two fold: the same human imperfection and the same weaknesses of testing devices or techniques are present in both settings. In order to compensate for these shortcomings, we are providing some reminders on sources of errors, a list of assessment techniques, and some suggestions on how to conduct an interview.

The oral interview is the most popular technique used in assessing prior learning because of both time constraints and the unique aspect of each

student's experiential learning. Most often, too much time is required to develop a new instrument for administration to a single student, and written examinations, already developed, tend to be too narrow and inflexible to be used.

After reading over the materials presented by the student, we ask that you discuss with the student the technique you feel would most accurately and conveniently measure the learning outcomes claimed for credit. Because time is limited, please contact the student by phone (whenever possible) as soon as you have completed reading the materials submitted to you and have selected an assessment technique.

The following steps are provided to assist you in the process of special assessment:

1. Read carefully the student's portfolio and all other materials submitted to you to support the claim for credit.

If you feel that the subject matter area is not sufficienctly close to your field of expertise, or if you have other sever reservations about conducting this assessment, go no further; call the student and tell him/her that you will be unable to assist him/her. Remember, life or experiential learning rarely matches classroom learning exactly. The student may deserve some credit and may have no one else to turn to for evaluation.

2. Write clear criterion standards.

    a. Begin with broad general definitions of competence or learning that can be applied to all fields.

    b. Narrow the definitions down to specific learning outcomes that should be assessed.

    c. Write definitions that can be specifically applied to the list of learning outcomes which the student has provided.

    d. Identify critical behaviors that relate to different levels of competence or learning.

Try to stretch your criteria to accommodate the uniqueness of experiential learning by incorporating abilities that are not content bases (e.g., the ability to analyze, to criticize, to compare, to contrast, to synthesize, to evaluate, etc.)

3. Develop a representative sampling of questions in the area.

    a. Give the questions sufficient substance, logic, continuity, and structure to assure valid and reliable assessment.

b. Keep the questions as open-ended as possible in order to give flexibility.

c. Make sure that the questions will elicit responses appropriate to the criterion standards.

If the evaluation is not founded on good questions that fairly sample the range of possible student knowledge, you and the student are likely to experience a sense of deep dissatisfaction with the assessment process. You may find it helpful to perform a trial administration of all questions with a colleague or a campus-based student.

4. Plan administration of assessment.

a. Make sure provisions are made for the required space, time, and equipment.

b. Make sure instructions are clear.

c. Make sure that the student is informed of the time, place, and what will be expected.

Good planning will conserve valuable time. If you meet casually with the student and merely chat, you may find that you have obtained insufficient information as a bases for the written evaluation required for the portfolio.

5. Ensure that judgements are based on what has been observed.

a. Familiarize yourself with common types of errors made in assessment.

b. Whenever possible, try to have an additional assessor present at the meeting or available to review a tape at a later time.

You may find a colleague that would be willing to sit in on the assessment or who would review either a tape recording or video-tape of the evaluation session. If so, inform the student that a second assessor will be participating in the process.

6. Record and report the results of assessment.

a. Set up a procedure for reporting and interpreting results to the student.

b. Submit a written evaluation to the Office of Admissions, Guidance, and Information Services, 10231 Slater Avenue, Fountain Valley, CA 92708, which fulfills the following:

(1). Appears on letterhead stationery.

(2). Briefly describes your qualifications as an expert, i.e., present position, rank and title, degrees held, past courses taught, pertinent avocations.

(3). Describes the assessment technique used.

(4). Indicates all criteria applied.

(5). States specific student behavior.

(6). Indicates how well the student performed.

(7). Evaluates the performance in terms of college credit (recommends a credit equivalency).

This information will be public. That is, it will be viewed by a committee, the student's teacher, the student, and staff members. Therefore, it is not our intent to ask you for the kind of critical comments found in confidential letters of recommendations. The valuation should contain constructive criticism and honest evaluation. Avoid undo leniency or harshness.

SOME SOURCES OF ERROR IN ASSESSMENT

From the research that has been done on the consistency and accuracy with which assessors make judgements, a variety of specific sources of error in assessment have been identified. Some of the more important sources of error are as follows:

1. Leniency or Harshness Error—Some assessors tend to make judgements which are, on the average, much more favorable or more lenient than judgements made by other assessors. Conversely, other assessors may make judgements which are consistently more unfavorable than the judgements of other assessors. These errors are sometimes referred to as leniency and harshness effects and are analogous to the phenomenon which students in traditional settings encounter in "easy" or "hard" graders.

2. Errors of Central Tendency—Many assessors are reluctant to commit themselves one way or the other and as a consequence tend to make most ratings near the average or center of a scale. This type of error, often referred to as the error of central tendency, is particularly troublesome in situations where some discrimination among individuals in a group is needed. In the individual assessment situation, errors of central tendency will result in a lack of discrimination and lower reliability and validity.

3. Halo Effect—In situations where a student is being assessed in several different specific areas, a favorable overall impression may result in unjustifiably favorable judgements in all areas. This type of error is often referred to as the "halo" effect although the reverse can also occur. That is, an unfavorable overall impression can result in unjustifiably unfavorable judgements in specific areas.

4. Initial Impressions—An error similar to the halo effect can result from the initial impression an assessor has of a student. In some situations it has been shown that a favorable or unfavorable initial impression will unjustifiable affect latter judgements of specific aspects of performance.

5. Stereotypes—Strongly held attitudes or beliefs can cause misperception and error in judgement. A good example is the judge who is influenced by a stereotype of members of a particular class or group. It should be pointed out that such errors may be favorable or unfavorable to the student depending on the kind of stereotype held.

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1. Richard Reilly, The Use of Expert Judgement in the Assessment of Experiential Learning, Princeton: ETS, 1974. pg. 13.

6. Contrast Effect--The quality of the previously rated student will affect judgement. An average student may tend to receive lower than average ratings if the previous student was outstanding and higher than average ratings if the previous student was poor. This type of error has been referred to as the contrast error.

7. Similarilty of Background--The degree of similarity between a judge and the person being assessed with respect to background, attitudes, and ethnic group has been shown to affect judgements, with greater similarity tending to produce more favorable judgements.

HOW TO CONDUCT AN INTERVIEW

The first few minutes of an interview or oral examination are important because they set the tone for all that follows. The student will best be able to demonstrate his competency if he is at ease, and the interviewer can help by creating as relaxed and pleasant an atmosphere as possible. This can be accomplished by greeting the student pleasantly and giving the distinct impression you are an easy person to talk to. The interviewer can note the needs of the student and the situation, and the style of questioning can be adapted as necessary. Another use for the first few minutes of an interview is to establish the pattern of the student doing most of the talking. It is also helpful to the student if the interviewer gives an overview of what will be covered and what is expected.

An important aspect of the interview or oral exam, and one which is often ignored, is how to ask questions so that the student has maximum opportunity to demonstrate knowledge/competency without cues from the interviewer. The following suggestions may prove useful in this regard:

- Choose positive wording.
- Make use of the calculated pause; if you don't say anything, the student will often elaborate.
- When possible, use a comment instead of a question. Try to keep the interview from looking like a cross-examination.
- Phrase questions carefully so that they are clearly understandable, so that you don't suggest the answer you're looking for, and so that you don't cause the student to lose face.
- Always have a clear purpose in mind when you ask a question; i.e., don't ask unnecessary questions.

Questions can be used to remind the student of omitted parts of earlier responses, to get further information or probe more deeply, or to clarify the meaning of earlier remarks.

It is the responsibility of the interviewer to help the student to be as definitive and specific as possible and to clarify ambiguous responses. Checking on answers that are unclear to the interviewer is important, but

1. Richard Reilly, The Use of Expert Judgement in the Assessment of Experiential Learning, Princeton: ETS, 1975. pp. 26-27.
2. Richard A. Fear, The Evaluation Interview, (2nd ed.) New York: McGraw-Hill, 1973. p. 62.

it should be done without the use of leading questions that reveal the desired reply.

Another important element in the interview situation is control. The interviewer needs to maintain control of the interview in order to utilize time efficiently and economically and to ensure proper balance and adequate coverage of each area. Control can be maintained by:

- being systematic, for example, by following an interview schedule carefully.
- exhausting one area before going on to the next (if you find that you have forgotten something, don't interrupt and go back in the middle of another area).
- pacing the interview, allowing enough time, not dawdling.
- avoiding awkward pauses, although "calculated pauses" can be used judiciously.
- focusing attention on the issues in question; and pushing the student along with a question if he/she goes into to much irrelevant detail or gets off the track. Anticipate the point where you can interrupt and do it with what Fear calls "lubrication," i.e., positive comments.

The interviewer can further help the student by being responsible, for example, by really listening; by showing that he/she is really listening (by nodding, saying "I see," etc.); by making use of facial expressions, intonation, gestures, postures; and by giving frequent "pats on the back" or supportive comments. Although it may be necessary to tell the student that an answer is wrong, one should avoid letting the interview degenerate into an argument.

A good way to close an interview is to summarize your perception of the interview and let the student know where he or she stands. It the interviewer is going to recommend credit, it would be appropriate to say so at this point. Options for the future might also be suggested at this time. After the interview is over, it should be written up immediately.

3. Ibid., p. 74.

AWARDING OF CREDIT

Coastline Community College recognizes work taken at other accredited colleges and for experiences outside of the traditional classroom setting. Accordingly, college credit is awarded in the following areas.

College Units: Coastline Community College recognizes all college credit earned at any institution of higher education accredited by The Council on Postsecondary Accreditation except for sectarian courses.

Foreign College Units: The process of evaluating foreign transcripts utilizes the Credentials Evaluation Service which requires the student to submit notarized clear photocopies of all academic records. Translations must accompany all documents in languages other than English. Applications may be obtained in the Admission, Guidance, and Information Services Office.

Independent Study: Students whose experience and present activities provide an accepted alternative method for completing course objectives may petition for Independent Study if the course is offered during the petition semester and is appropriate for this method of instruction.

Experiential Credit: Students may receive credit for past experiences that can be documented and equated to college courses.

1. Credit by Examination: Students with appropriate post high school experiences may petition for "Credit by Examination" and receive college credit in courses reflecting this experience. In addition, individuals who successfully complete a sequential skill course by "Credit by Examination" will receive credit for prerequisite courses as follows:
   a. The course objective must reflect psycho/motor skill development: i.e., typing, shorthand, stenoscript.
   b. The grade of "Credit" will be assigned for each prerequisite course.

APPENDIX D

AWARDING OF CREDIT

It is strongly suggested that individuals file the credit by examination petition early in the semester to provide sufficient time to assess past experiences and develop appropriate evaluation activities.

2. Advanced Placement Credit: Credit may be given for Advanced Placement courses completed in high school.
3. Military Service: Six units of general elective credit will be awarded for a minimum of one year of active service. In addition, credit will be awarded for work at military service schools according to the standards established in the 1954 and 1976 Turner Guides. Equivalent course and unit credit will be awarded for USAFI courses which parallel Coastline Community College offerings. In addition, credit will be awarded for the college level GED test in the same manner as the CLEP General Examination listed below.
4. College Examination Program: Coastline Community College recognizes examination programs and awards credit based on subject area and the individual's test score. Information regarding these programs is listed below. (Additional information may be obtained by calling the Coastline Guidance Office at 963-9702).
   a. General Examination (College Level Examination Program--CLEP): A student, by successfully completing the General Examinaton at the 25th percentile level, may earn up to 30 ungraded units applicable to the associate in arts degrees as follows:

General Examination Title	Application toward associate in arts degree Options I and II only. See "Transfer of Credit" below	Units
Humanities	Group D (Humanities)	6.0
Mathematics	Group A (Natural Science-Non-lab)	6.0
Social Science	Group B (Social Science)	6.0
Natural Science	Group A (Natural Science)	6.0
English	Group C (Basic Subjects)	6.0

b. Subject Examinations (College Level Examination--CLEP; Proficiency Examination Program--PEP): Credit for subject examinations will be given for single examinations measuring college level academic competencies.

Orange Coast College is a test site for the CLEP program; testing dates may be obtained by calling 556-5789. The University of California, Extension at Los Angeles is the PEP Regional Test Center; however, registration for all California PEP test centers is handled by the University of California, Extension at Berkeley, Kirk E. Brezee, Independent Study, 2223 Fulton Street, Berkeley, CA 94720 (phone 415-642-4124).

5. Licensure Credit: Credit will be awarded for a license issued by the State of California (or equivalent agency), in areas where a program is offered at one of the California Community Colleges, towards an associate in arts degree. Credit equivalent to the required course work in the major field at the institution offering the program will be awarded (generally between 22-30 units). This credit will constitute the major required for the A.A. degree under Option II (Career Program). Typical license areas are as follows:

Certified Public Accountant
Public Accountant
Barber-
Land Surveyor
Professional Engineer
Dry Cleaning Plant Owner/Operator (Cleaning, Spotting, and Pressing)
Insurance Adjuster
Specialty Contractor (Program leading to Journeyman)
Cosmetologist
Registered Nurse
Vocational Nurse
Psychiatric Technician
Landscape Architect
Nursing Home Administrator
Real Estate Broker
Vocational Instructor (Certificate)

6. Occupational Competencies: Coastline Community College is developing a program which will assess occupational competencies and award appropriate college credit. At the present time, an individual may receive college credit in the certificate areas of Business Management and Marketing, Sales and Marketing Management, and Personnel Associate. Credit will be awarded on the basis of an individual's competencies as verified through a variety of methods, including testing, interviews, portfolios, etc. This credit will be posted to the student's transcript in the following manner:
   a. If the student has completed all the competencies reflecting a course in the certificate program, the specific course will be listed on the transcript along with a "Credit" grade and an indication that it was earned on an experiential basis.
   b. A student who verifies some of the competencies required by a specific course will be assisted in meeting the remaining competencies. This may entail registering in specific courses. However, it will not be listed on the transcript until all specific competencies for the course have been met.

Students who believe they are eligible for such credit should enroll in Interdisciplinary Studies 800--Assessment of Prior Learning. For further information, contact the Coastline Guidance Office at 963-9702.

General Information:

1. Processing petitions for other than classroom college credit: Information and petitions for experiential credit are available in the Office of Admissions, Guidance, and Information Services. Experiential credit will be posted to the student's transcript after a student has completed a course at Coastline Community College.
2. Credit towards the major: Students who have completed occupational majors at another community college, in programs which are not offered by Coastline Community College, will have met the "major" required for the A.A. degree under Option II.
3. Duplication of credit: Students will not receive duplicate credit for experiences in similar cases (i.e., English credit will not be awarded for the CLEP test if credit has been earned in a similar English course).
4. Transfer of credit: Students planning to transfer credit awarded by Coastline Community College for experiences other than classroom attendance should contact the specific transfer institution as each college has different policies regarding experiential credit.
5. A maximum total of 48 units will be posted on the student's transcript as 12 units of Coastline Community College courses must be completed to meet the 60 units required for the A.A. degree.

APPENDIX E

PETITION FOR EXPERIENTIAL CREDIT

COASTLINE COMMUNITY COLLEGE

PETITION FOR EXPERIENTIAL CREDIT

Coastline Community College will assess occupational competencies and award appropriate college credit. Credit based on the required coursework in the corresponding certificate program will be awarded and posted on a course-by-course basis to student transcripts upon satisfactory completion of the assessment process. This credit will constitute the major required for the associate in arts degree under Option II (Career Program) and for 49% of the course requirement for the certificate of completion.

If you have not earned an associate or bachelor's degree and wish to apply for experiential credit, please complete and return this petition to the Office of Admissions, Guidance, and Information Services.

NAME_____ I.D. NO._____

ADDRESS_____

CITY_____ ZIP_____ PHONE_____

Please indicate your area of occupational experience:

- ☐ Business Management and Marketing
- ☐ Sales and Marketing Management
- ☐ Personnel

Number of college units earned:

☐ 0 to 29½ ☐ 30 to 59½ ☐ 60 or more, no degree

List all other colleges, including Orange Coast and Golden West, you have attended. It is your responsibility to have all transcripts sent to Coastline. Exception: OCC and GWC transcripts will be obtained by Coastline Community College as deemed requested by this petition.

1._____

2._____

3._____

Except in cases of courses taken by examination, credit will not be awarded until after a student has satisfactorily completed all portions of the Student Guide for Documenting Experiential Learning. Credit granted on the basis of experience may not transfer to other colleges. Students planning to use this credit for college transfer purposes will need to consult the transfer institution regarding their policy.

FOR OFFICE USE ONLY

☐ *Approved — Number of units*_____ *Date*_____

☐ *Denied — Comments*_____

*Dean, Admissions, Guidance & Information Services*_____

JER:pga 5-24-78

APPENDIX F

COURSE SIGN-OFF SHEET

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 9 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES

INTERDISCIPLINARY STUDIES 800
SIGN-OFF SHEET

CERTIFICATE AREA _____

COURSES	COMPLETION CERTIFIED BY	TITLE